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ABSTRACT

Forty-two studies were reviewed to find out how teachers felt about participative decision-making. The studies were systematized into three broad categories: (a) satisfaction and morale; (b) effectiveness and productivity; and (c) leadership and supervision. The findings of the studies reviewed seemed to indicate that, with few exceptions, teachers seemed to favor participation in decision-making. Most of the investigations consisted of descriptive reports of the perceptions of faculty and other educational personnel. Part of the reason for this may be the difficulty at arriving at operational definitions for certain concepts, such as, participation, influence, climate, etc. Without operational definitions, these concepts become hard to measure. This review of the general literature on teacher attitudes toward participation in decision-making may suggest some avenues and ideas for hard research. (Author/MJB)

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Teacher Attitudes Toward Participation in Decision-Making

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by

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Report submitted to Professor L. Morris McClure in partial fulfillment of the requirements for the degree of Master of Education.

I recommend that this paper be accepted as a seminar paper required for the Master of Education degree.

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Teacher Attitudes Toward Participation in Decision-Making

Introduction

A fundamental ideal of our democratic republic is that every person have some way through which she/he can participate in decisions which directly affect her/him. Most people are able to realize this ideal to a greater or lesser degree in their private lives. It seems logical that this feeling would also carry over and prevail in an individual's working life. This would also include the teaching profession. The human relations group of school administration scholars has indicated that there is a positive relationship between participation in decision-making and teacher satisfaction.[1] But does the research support this assumption?

Writing about teacher union activity, James A. Belasco and his colleagues insist upon the overriding demand most teachers have made for participation in decision-making about curriculum, educational policy and the like.[2] On the other hand, Richard A. Schmuck has theorized that many teachers feel decision-making to be too threatening and feel it should be left entirely up to the principal: "It's his job."[3] Actually, the way most teachers feel about participation in the decision-making process probably lies

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[1]Chris Argyris, Integrating the Individual and the Organization (New York: Wiley & Sons, 1964), passim.

[2]James A. Belasco, et al, "A Case Analysis of Negotiation Behavior in an Urban School System," Education and Urban Society, II (November, 1969), 28.

[3]Richard A. Schmuck, "Teacher Participation in Organizational Decisions," National Association of Secondary Principals Bulletin, LIII (October, 1969), 90.

somewhere between these two extremes. In fact, it may not even be possible to know how teachers feel about it. For it is very difficult to measure attitudes. However, a great many researchers have attempted it.

What is attempted in this paper is a review of some of those efforts. As has been suggested, the results of the various studies indicate a very wide spectrum: from avid interest in and a strident demand for participation in educational decision-making to apathy toward and probably even dislike for sharingin decision-making. At any rate, there will be an attempt to categorize the studies in some meaningful way with some comment about and evaluation of each category. Hopefully, any researcher who desires to look further into how teachers feel about participation in decision-making, will be able to get an adequate picture of what has been done from this limited review of the relevant literature.

Report of the Research

To realize some order from the studies conducted about teacher participation in the decision-making process, they must necessarily be systemitized in some way. In general, the studies may be classified into three broad categories: (a) satisfaction and morale; (b) effectiveness and productivity; and (c) leadership and supervision. Each will be considered in turn.

Satisfaction and Morale

Several studies viewed satisfaction as related to teacher participation. A study by Francis Chase, reported in the Phi Delta Kappan, involved questionnaire returns from 1,784 teachers in over 200 systems in 43 states. In general, Chase found a feeling on the part of the teachers that the opportunity to participate regularly and actively in educational planning and policy-making is closely related to the degree of satisfaction which they feel with the system in which they are working.[1]

Defining satisfaction as a willingness to remain within the current school organization despite inducement to leave, Belasco along with Joseph A. Alutto explored the relationship between decisional participation and teacher satisfaction in two school districts. The data reported in this study indicate that decisional climate is a factor influencing teacher satisfaction levels. Those teachers who were most willing to consider leaving their current employment viewed the influence/authority as being too centralized in the superintendent's office. Further, those teachers who experienced the highest levels of satisfaction also reported they felt less job tension.[2]

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[1]Francis S. Chase, "Factors for Satisfaction in Teaching," Phi Delta Kappan, XXXIII (November, 1951), 127-32.

[2]James A. Belasco and Joseph A. Alutto, "Decisional Participation and Teacher Satisfaction," Educational Administration Quarterly, VIII (Winter, 1972), 44-58.

F. Herzberg, B. Mausner and Barbara Snyderman have theorized that certain variables in the work situation, motivators, lead to overall job satisfaction, but play only an extremely small part in producing job dissatisfaction; while other variables, hygiene variables, lead to job dissatisfaction, but do not in general lead to job satisfaction.[1] Using the framework built on Herzberg's theory, Thomas L. McGreal attempted to identify organizational variables related to teacher satisfaction and dissatisfaction. Once again, the willingness to leave was used as a criterion for satisfaction or dissatisfaction. The opportunity to participate in making decisions appeared most often as a motivator variable.[2]

At least seven studies were found which specifically mention the term "morale" in relation to teacher participation in decision-making. From a study of the returns from surveys conducted in twenty school systems by the Division of Surveys and Field Services of George Peabody College for Teachers between 1949 and 1957, Henry Harap concluded that morale is not always a question of salaries or class loads. Among other factors, sharing in decision-making was rated among the strongest points in teacher morale. Where sharing in policy making was neglected, morale was adversely affected.[3]

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[1]F. Herzberg, B. Mausner and Barbara Snyderman, The Motivation to Work (New York: John Wiley, 1959), passim.

[2]Thomas L. McGreal, "An Investigation of Organizational Variables Affecting Teacher Satisfaction" (Unpublished Ed.D. dissertation, University of Illinois, 1968).

[3]Henry Harap, "Morale," Nation's Schools, LXIII (June, 1959), 55-57.

Dwight Arnold, writing in the Educational Research Bulletin, reported on a rating sheet developed by the Educational Council of the Ohio Education Association and administered in the schools of Ohio. The writer hoped that the facts collected would show how teachers felt about morale and participation. While Arnold concluded there was a correlation between teacher morale and participation, he also felt that there are many areas needing joint study and improvement.[1]

Other studies relate teacher morale to participation in decision-making. In his doctoral study at Cornell University, William O'Connor concluded that happier teachers had more democratic relationships with their supervisors. This also included participation in decision-making.[2] Using the Minnesota Teacher Survey in selected schools in New York City, Harold Leiman attempted to quantify teacher morale. From 972 responses, he concluded that teachers who participate in school administration have higher morale than teachers who do not participate in school administration. He also concluded that these

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[1]Dwight L. Arnold, "Morale as Influenced by Participation in Group Planning and Action," Educational Research Bulletin, XXXI (November 11, 1953), 202-11.

[2]William O'Connor, "A Study of Some Selected Factors Related to Teacher Morale" (Unpublished Ed.D. dissertation, Cornell University, 1958).

teachers have a higher regard for themselves and for the teaching profession.[1] The research of Charles Wolf and William Snyder, one working in Atlanta, Georgia and the other in Pittsburgh, points to a positive relationship between teachers' perceived participation in decision-making and teacher morale.[2]

For those who are curious as to the relationship between teacher participation in decision-making and morale with race as a variable, there is very little in the literature. It was for this reason that Harry Morall recommended in his study that it be replicated for as many areas as possible. He administered a Likert questionnaire to 487 randomly-selected black and non-black students and teachers in Volusia County, Florida high schools. It appeared that black teachers in the study perceived themselves as participants in school management with correspondingly high morale than did non-black teachers.[3]

Several studies view satisfaction as related to teacher participation. A questionnaire study by George Sharma tried to discover the expectations that teachers hold toward decision-making

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[1]Harold Leiman, "A Study of Teacher Attitudes and Morale as Related to Participation in Administration" (Unpublished Ph.D. dissertation, New York University, 1961).

[2]Charles Wolf, "A Study of Relationships Among Faculty Morale, Philosophies of Human Nature of High School Principals, and Teachers' Perceived Participation in Educational Decision-Making" (Unpublished Ed.D. dissertation, George Peabody College for Teachers, 1971); William Snyder, "Morale As an Effect of Teachers' Perceptions of Their Role in Educational Decision-Making" (Unpublished Ph.D. dissertation, University of Pittsburgh, 1971).

[3]Harry Morall, "The Relationship Between Perceived Participation in School Management and Morale of Selected Black and Nonblack Teachers and Students in Volusia County, Florida, Senior High Schools" (Unpublished Ed.D. dissertation, University of Miami, 1974).

practices in their school. He centered his attention on the extent to which agreement of actual practices with these expectations leads to satisfaction with teaching. He concluded that satisfaction was directly related to the extent to which teachers participated in decision-making as individuals or in groups. Sharma also found that satisfaction was directly related to the extent to which current practices in decision-making in the teacher's school conformed to the practices which the teacher felt should be followed.[1]

Three studies conducted in community colleges proved interesting. Focusing on North Carolina community colleges, Thomas Barrett anticipated that the more the respondents perceived their participation in the decision-making process, the higher would be their job satisfaction. The results, in general, supported this.[2]

Faculty participation in decision-making in the public junior colleges of Alabama was studied by William Blow. In addition, he categorized areas in which respondents could indicate their preference as to decision-making. These categories were: curriculum and instruction, professional personnel policies, general institutional

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[1]George Sharma, "Who Should Make What Decision?" Administrator's Notebook, I (May, 1955), 1-4.

[2]Thomas Barrett, "Relationship Between Perceived Faculty Participation in the Decision-Making Process and Job Satisfaction in the Community Colleges of North Carolina" (Unpublished Ed.D. dissertation, N. C. State University, 1969).

policies, student personnel policies, budgeting and building and plant. It was concluded that faculty desired more participation than they perceived to exist in all of the areas. They associated this with job dissatisfaction.[1]

The results of Martin Schwartz's study in community colleges in New York State seem to challenge Blow's conclusion. Participation tended to be associated with a sense of job satisfaction. However, interest in participation tended to cluster around day-to-day working conditions such as workload, hiring and firing. It did not appear to be associated with the broader aspects of decision-making such as budgeting and institutional planning.[2] Closely related to these conclusions were the results of Fred Williams' study conducted among the faculty at Memphis State University. They related participation in decision-making to job satisfaction. However, an overwhelming majority felt that the faculty should determine those decisions relating to academic affairs. While they believed the faculty should assume an advisory capacity, the administration should make the decisions in the areas of financial affairs, personnel matters and

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[1]William Blow, "Faculty Participation in Decision-Making in the Public Junior Colleges of Alabama" (Unpublished Ed.D. dissertation, Auburn University, 1971).

[2]Martin Schwartz, "The Attitudes of Faculty of Community Colleges in New York State Regarding Faculty Participation in the Governance of Their Institutions" (Unpublished Ph.D. dissertation, New York University, 1970).

other institutional policy.[1] Patricia Young reported similar results from her study of 1647 teachers from schools in District 1 in Philadelphia, Pennsylvania.[2]

Finally, there were many teachers who did not perceive their morale and/or job satisfaction as being associated with participation in the decision-making process. In studying 192 teachers in Ontario, Canada secondary schools, Robert Knoop and Robert O'Reilly found that teachers desired to have their ideas considered rather than to be involved in making actual decisions.[3] Similarly, Carroll Gardner at the University of Michigan reported the faculty indicated they desire more influence than actual participation in decision-making.[4]

In an investigation of teacher participation in policy-making and related factors in four Illinois public school systems, Darrell Inabnit found that it was not what the teachers did in participation mattered, but it was the teacher's perception of the environment for

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[1]Fred Williams, "Faculty Participation in Academic Governance as Viewed by Selected Faculty Members and Selected Administrators at Memphis State University" (Unpublished Ed.D. dissertation, Memphis State University, 1971).

[2]Patricia Young, "Normative Aspects of Teacher Participation in Educational Decision-Making" (Unpublished Ed.D. dissertation, University of Pennsylvania, 1973).

[3]Robert Knoop and Robert O'Reilly, Participative Decision-Making in Curriculum, ERIC Reproduction Services, Bethesda, Md., ED 006 805, 1975.

[4]Carroll Gardner, "Faculty Participation in Departmental Administrative Activities" (Unpublished Ph.D. dissertation, University of Michigan, 1971).

decision-making. The fact that the teacher felt she/he was considered in the decision-making process was more important.[1]

Effectiveness and Productivity

Effectiveness has been defined as the "degree to which an organization realizes its goals.[2] In the case of industry, the goal is production to get profits. In the case of educational organizations, or schools, the goal is that of providing educational services. At least one study has shown a positive relationship between participative decision-making and production in schools. Constance Berlinger examined the Individually Guided Educational/Multi-unit Elementary Schools of Madison, Wisconsin. Among the main conclusions was that the extent of teacher involvement in decision-making and representation together were strongly related to the effectiveness of the units.[3]

After studying a South American University, Edward Nemeth published findings which indicated that the university had a serious imbalance between the level of performance and expectations. His

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[1]Darrell Inabnit, "Characteristics of Teacher Participation in Decision-Making Functions of Public-School Administration: An Empirical Investigation of Teacher Participation in Policy-Making and Related Factors in Four Illinois Public-School Systems" (Unpublished Ed.D. dissertations, University of Illinois, 1954).

[2]Amitai Etzioni, Modern Organizations (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1964), p. 8.

[3]Constance Berlinger, Participative Decision-Making in IGE/MUS-E Schools, ERIC Reproduction Services, Bethesda, Md., SP 009 618, 1975.

statement was, "The accomplishment of major goal activities are suffering because of inadequate involvement of the faculty members in the decision-making process.[1]

In a study conducted at the Harwood Manufacturing Plant, Lester Coch and John French found that resistance to change is lowered through group participation in planning the modification. In the light of this research, it would seem that discussions concerning change in program should be made by the people who will be asked to implement them. Several studies in education seem to support this.[2] Most, though not all, of the studies deal with curriculum change. As a part of the Kellogg Leadership Project at the University of Florida, Woodrow Sugg studied the relationship between the operating patterns of principals and curriculum change within the schools in which they worked. He found that in schools with more democratic principals, teachers were more ready for curriculum change; were not threatened as much by change; and were making more changes in their work.[3]

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[1]Edward Nemeth, "Faculty Participation in University Decision-Making" (Unpublished Ph.D. dissertation, Syracuse University, 1969).

[2]Lester Coch and John French, Jr. "Overcoming Resistance to Change," Human Relations, I (1948), 512-32.

[3]Woodrow Sugg, "A Study of the Relationship Between Program Development and the Working Patterns of School Principals" (Unpublished Ph.D. dissertation, University of Florida, 1955).

Also working in Florida but in the panhandle area, Richard Stahl came to similar conclusions. After obtaining responses from questionnaires administered to 225 teachers from 12 selected elementary schools, Stahl reported that many problems encountered in implementing change might be resolved by greater teacher participation in decisions to adopt and use the innovations. Moreover, the data supported the idea that teachers' understanding of the intent and scope of an innovation can be increased by their participation in the decisions to adopt it. This will add to a more effective implementation and more positive attitudes toward that innovation.[1]

It would seem, then, that progress in curriculum improvement can be made if the school staff has a right to participate in making decisions about it. Three other studies, two at the University of Wisconsin, appear to support this thesis. All of the authors, concur that individual teacher participation in curriculum development activities increased the likelihood of curriculum implementation.[2]

John H. Johansen further made the distinction between participation and perceived influence in decision-making about curriculum development and improvements. His study was carried out in 55 school systems

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[1]Richard Stahl, "Teacher Participation and Attitudes, Innovation Characteristics and the Adoption of Behavioral Objectives" (Unpublished Ph.D. dissertation, Florida State University, 1972).

[2]John H. Johansen, "An Investigation of the Relationships Between Teachers' Perceptions of Authoritative Influences in Local Curriculum Decision-Making and Curriculum Implementation" (Unpublished Ph.D. dissertation, Northwestern University, 1965).

in Illinois. In question was not only the relationship between teacher participation in decision-making about curriculum change and its implementation, but also what was the relationship between the amount of their perceived influence and implementation. From the results of the study, Johansen concluded that teacher participation in curriculum making irrespective of perceived influences increased the likelihood of implementation. Also, the perception that teachers were influential further increased the likelihood of implementation.[1]

Upon first reading, Olan Knight's study would seem to contradict Johansen's. However, Knight defined "participation" as getting people to spend time in the change program; whereas for other researchers he said that it had meant the chance to have input into a decision. He felt his definition was easier to measure. Based upon his findings,

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Charles Kline, "Leader Behavior, Curricular Implementation and Curricular Change" (Unpublished Ph.D. dissertation, University of Wisconsin, 1969).

Edward Sasse, "Teacher and Administrator Participation in Decision-Making and Curriculum Development" (Unpublished Ph.D. dissertation, University of Wisconsin, 1966).

[1]John H. Johansen, "The Relationships Between Teachers' Perceptions of Influence in Local Curriculum Decision-Making and Curriculum Implementation," The Journal of Educational Research, LX, (October, 1967), 81-3.

Knight rejected the hypothesis that participation (time spent) enhances success of implementation of educational change. The study also mentioned the need for further research to measure psychological participation.[1]

The instituting of changes and innovations by the individual has been alluded to in reviewing the study conducted by Woodrow Sugg. However, there are other studies in which teachers perceive themselves to be more creative and innovative as a result of participation in decision-making. In the two studies about to be described, there seems to be an inadequate measure of innovative activity.

Aberlardo Rebueno studied teachers from selected Catholic schools in New York City. He utilized an approach based on an instrument developed by Elliot Mininberg as a framework to describe the interaction among need for independence, shared decision-making and innovations. The findings of the study showed that there is a marked correlation between teacher perceived participation in decision-making and involvement in innovative activity, and between the need for independence and innovateness. The data was interpreted as meaning that more innovation is bound to fllow from the interaction of teacher participation in decision-making and independence need.[2]

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[1]Olan Knight, "Teachers' Participation in Educational Change Related to Their Judgments of Accomplishment" (Unpublished Ed.D. dissertation, Stanford University, 1970).

[2]Abelardo Rebueno, "The Relationship of Need for Independence, Decision-Making and Innovate Activity" (Unpublished Ed.D. dissertation, New York University, 1970).

Also writing at New York University, Mininberg had also done a study on the relationship between teacher participation in decision-making and innovative activity. However, he further added the dimension of perceived influence. The results supported the three hypotheses he had generated. They were: (1) The closer to her-/himself in the administrative hierarchy that the teacher perceives the locus of responsibility for decision-making, the more likely she/he will be to perceive her-/himself as participating in decision-making; (2) The closer to her-/himself in the administrative hierarchy that the teacher perceives the locus of responsibility for decision-making, the more likely she/he will be to perceive her-/himself as involved in innovative activity; and (3) The more a teacher perceives her-/himself to be a participant in decision-making, the more likely he/she will be to perceive her/himself as involved in innocative activity.[1]

Leadership and Supervision

A third persistent theme in the decisional participation literature centers around the argument that where system members assist in the decision-making process they will more readily recognize the legitimacy of administrative superiors. Peter M. Blau and W. Richard

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[1]Elliot Mininberg, "The Relationship Between Decision-Making and Innovative Activity: A Study of the Relationship Among Teacher Perceptions of the Locus of Decision-Making, Their Own Participation in Decision-Making, and Their own Involvement in Innovative Activity in Selected Suburban Senior High Schools" (Unpublished Ph.D. dissertation, New York University, 1970).

Scott, working with a group of employment counselors, found that increased trust, which results in higher morale, more productivity and a more effective organization.[1] The question is: Does the literature show that any of this applies also to educational organizations?

If previously discovered influence-participation relationships are applied to the operation of school systems, it should mean that by allowing increased decisional participation by teaching personnel, administrative officials should discover an increase in their relative influence. Alutto and Belasco explored this question by soliciting questionnaire data from teachers in two western New York school districts, one rural and one urban. Results indicated that the greater the number of decisions in which all teachers participated, the lower the perceived or preferred relative influence of school principals and superintendents. According to the authors, this may explain the resistance of school superintendents to teacher demands for increased participation in school system decision-making.[2]

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[1] Peter M. Blau and W. Richard Scott, Formal Organizations (San Francisco: Chandler Publishing Co., 1962), pp. 40-58.

[2] Joseph A. Alutto and James A. Belasco, Decisional Participation Among Teaching Personnel and Perceptions of Administrative Influence, ERIC Reproduction Services, Bethesda, Md., SP 003 712, 1970.

Writing the same year, 1970, and also using teachers from western New York, Paul Zaccarine tested the relationship between teacher perception of their participation in organizational decision-making and their perception of the control their superintendent and principal have concerning teaching activities. His conclusions, in general, supported those of Alutto and Belasco. That is, the more teachers participated in organizational decision-making, the less control over teaching activities they tended to attribute to their superintendent and principal. They also suggested that this be taken into account in relation to teacher militancy and collective bargaining.[1]

The findings in the two above-mentioned studies definitely contradict conclusions reported earlier (1967) by Robert Balentine. Interviewing teachers in the neighboring State of New Jersey, he concluded that as teacher participation in policy formulation increased, so also did their control of the educational system. However, they perceived little or loss of control by boards of education and superintendents. They also saw themselves and their principals as jointly influential in school policy.[2]

In the area of mutual influence, Harvey Hornstein and his colleagues conducted an inquiry into what extend shared influence in organizational decision-making was related to teacher satisfaction.

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[1]Paul Zaccarine, "A Study of Teachers' Participation in Decision-Making and Their Consequent Perception of Administrator Control" (Unpublished Ed.D. dissertation, State University of New York at Buffalo, 1970).

[2]Robert Balentine, "A Study of Teacher Participation in School Policy Formulation in New Jersey" (Unpublished Ed.D. dissertation, Rutgers--The State University, 1968).

Three hundred and twenty-five primary school teachers from two participating school systems located near large metropolitan areas were interviewed. The investigators developed a questionnaire deliberately modeled after the one used by J. G. Bachman and his colleagues in their study of salesmen and office managers. Analysis of the data obtained showed teachers exhibited greatest satisfaction with the way their principal was doing his job when they perceived that they and their principals were mutually influential.[1]

An important aspect of organizational structure is leadership. This is no less true of educational organizations. Effective leadership of principals, department chairmen and other administrative personnel is of paramount importance in meeting the goal of providing educational services. However, this can not be done adequately if the needs of the organizational members are not met. Participation in decision-making may be one way of satisfying the needs of educational personnel and thus increasing the effectiveness of principals, department chairmen and other administrative and supervisory personnel. The following five studies seem to support this generalization.

In a monstrous (277 pages) study conducted among 11 community colleges in Maryland, Gordon Cook studied teacher influence and the

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[1] Harvey Hornstein, et al, "Influence and Satisfaction in Organizations: A Replication," Sociology of Education, (Fall, 1968), pp. 380-9.

effectiveness of departmental chairmen. His results indicated that a departmental chairman, by facilitating an increase in the amount of teacher influence within the department, also facilitated increases in the uniformity of member attitudes and the overall effectiveness of the organization.[1]

Also looking at community colleges, Omar Olson used a 63-item Likert-type attitude scale to measure differential attitudes toward faculty participation in community college governance and its relationship to administrative effectiveness. The attitude scale revealed that there was significant disagreement between faculty and administration relative to faculty participation in community college governance. (The faculty felt they had very little participation in college governance; while the administration perceived the role of the faculty as being greater.) Moreover, the respondents found the perceived disagreement to be dysfunctional to the on-going organizational and administrative processes.[2]

Likewise, in examining six junior colleges in Southern California, Mark Mathews came to almost identical conclusions regarding the decision-making process in junior colleges. The greater the participation perceived, the higher was the administrative effectiveness as rated

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[1]Gordon M. Cook, "The Relationship Between Perceived Influence Measure and Member Attitudes of (a) Policy Agreement, (b) Superior -Subordinate Relations, and (c) Peer Relations in Selected Community College Departments in Maryland" (Unpublished Ph.D. dissertation, University of Md., 1972).

[2]Omal Olson, "An Analysis of Faculty-Administration Attitudes in Selected Washington Community Colleges Concerning Faculty Participation in Community College Governance" (Unpublished Ph.D. dissertation, University of Washington, 1968).

by the faculty respondents. Further, the greater the participation perceived, the higher the faculty-administrative rapport as expressed by faculty respondents.[1]

Finally, there were three studies related to organizational climate. Further, the studies are concerned with openness of organizational climate. Edgar Morphet et al characterize the open climate as one in which there is the absence of fear of the hierarchy, the feeling of equality, and the knowledge that one is master of one's fate.[2] This characterization would seem to encompass member participation in the decision-making process. Indeed, Kimball Wiles saw sharing decisions as the most important phase of successful democratic leadership.[3] The following studies indicate a positive correlation between teacher participation in educational decision-making and their perception of an open organizational climate.

In testing this hypothesis, Theodore Gehrman studied ten high schools in the Commonwealth of Massachusetts. Five of the schools had instituted certain operationally defined innovations, such as, open schools, and five had not. An additional hypothesis was that those teaching in the high schools with the innovations would differ significantly in their perception of their schools' climate than those

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[1]Mark Mathews, "Perceptions of Effectiveness of Administration Based on Faculty Participation in the Decision-Making Process of Junior Colleges" (Unpublished D.B.A. dissertation, University of Southern California, 1967).

[2]Edgar L. Morphet, et al, Educational Organization and Administration (3rd ed.; Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1975), p. 253.

[3]Kimball Wiles and John T. Lovell, Supervision for Better Schools (4th ed.; Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1975), p. 253.

in the schools without the innovations. The results did show that individuals who actively participated in the decision-making processes of their schools perceived that school to have a favorable climate. However, there was no significant statistical difference between the teachers in the innovative and non-innovative schools. The findings were interpreted to mean that the innovations themselves did not effect participation.[1]

Newton Bergstein, working in western New York State, and Gary Adelson, working in northeastern New York State, both conducted studies on teacher participation in decision-making and the organizational climate of the school. Both investigators reported a correlation between individual teachers' perceptions of their participation in decision-making and their perceptions of the openness of the organizational climate. Further, Bergstein's study established a correlation between individual teachers' perceptions of the openness of the organizational climate and their perceptions of organizational output.[2]

Summary

The findings of the studies reviewed above seem to indicate a general conclusion. With a few exceptions, teachers seem to favor participation in decision-making. Most of the investigations consisted

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[1] Theodore Gehrman, "An Investigation of the Relationship Between Participation and Organizational Climate: An Empirical Study of the Perceptions of High School Senior Students, Teachers, Principals and District Superintendents in Innovative Versus Non-Innovative Schools" (Unpublished Ed.D. dissertation, University of Massachusetts, 1970).

[2] Gary Adelson, "A Study of the Relationship Between Teacher Participation in Decision-Making and the Organizational Climate of the School" (Unpublished Ed.D. dissertation, State University of N.Y. at Albany, 1972).

of descriptive reports of the perceptions of faculty and other educational personnel. Part of the reason for this may be the difficulty at arriving at operational definitions for certain concepts, such as, participation, influence, climate, etc. Without operational definitions, these concepts become hard to measure. Hopefully, this review of the general literature on teacher attitudes about participatory decision-making may suggest some avenues and ideas for hard research.

Implications

If a high level of teacher effectiveness and satisfaction is to be objectified, educational administration must give a great deal of consideration to the attitude held by teachers regarding participation in the decision-making process. It is important that the administrative programs of the institutions that train administrators reflect this necessity. It is to be hoped that this review will help improve group decision-making practices in education.

The findings of these studies have important implications for curriculum development, creative teaching, instructional improvement and implementation of effective changes and innovations. The administrator should involve staff members in decisions about these things. When teachers are involved, their understanding of the administrator increases. If individual principals stifle teacher

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Newton Bergstein, "The Relationships Among Teachers' Perceptions of Their Participation in Decision-Making, Openness of Organizational Climate, and Organizational Output in a Sample of Non-Secondary Public Schools" (Unpublished Ed.D. dissertation, The University of Rochester, 1972).

involvement, the resultant behavior could work to subvert the effectiveness of the organization to the point that it would not meet its goal of providing educational services. When teachers feel that they have had some say in the making of the policies by which they work, they will feel more of an identification with the organization. Thus, they will want to see it work.

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